DOCUMENT RESUME

ED 082 846 PS 006 903

TITLE	Home-Oriented Preschool Education: Home Visitor's Handbook.
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Lab. Branch.
PUB DATE	72
NOTE	71p.; For related documents, see ED 072 843, PS 006 901, PS 006 902, PS 006 904, PS 006 905, PS 006 906
AVAILABLE FROM	Appalachia Educational Laboratory, Inc., Box 1348, Charleston, WV 25325 (no charge)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Compensatory Education Programs; Evaluation; Guides; *Home Programs; *Home Visits; Instructional Television; Learning Activities; Mobile Classrooms; Parent Education; Parent Teacher Cooperation; *Preschool Education; Student Teacher Relationship; *Teacher Role
IDENTIFIERS	Appalachia Educational Laboratory; Home Oriented Preschool Program (HOPE)

ABSTRACT

This home visitor's handbook is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) Program, which uses televised, mobile classroom, and parent instruction to educated 3-, 4-, and 5-year-olds. It describes the HOPE program, and the home visitor's role, and provides guidelines for work with preschoolers and their parents. The home visitors' tasks include: (1) locating and enrolling children, (2) helping parents understand the program, (3) scheduling mobile classroom sessions, (4) arranging for children's physical examinations, (5) scheduling home visits, (6) keeping records, and (7) evaluation and testing. Suggestions for working with parents and children include get-acquainted activities, the planning of a "junk box" and "idea bank," and "do's and don't's" to remember. The general growth characteristics of children, ages 2-5 are outlined. Appendices include a sample home visitor's newsletter, a sample parents' guide, a home visitor's feedback information form, child data enrollment form, home visitor milage and time report form, and a list of materials for home visitors' kits. (SET)

FILMED FROM BEST AVAILABLE COPY

Home-Oriented Preschool Education

ED 082846

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PS 006903

home visitor's handbook

ED 082846

Home-Oriented Preschool Education

Home Visitor's Handbook

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia
1972

Foreword

In the Home-Oriented Preschool Education Program, developed by the Appalachia Educational Laboratory, no other staff member is so close to the problems and promises of early childhood training as the home visitor. This crucial position is filled by a trained paraprofessional who becomes intimately acquainted with the children, their parents, and their home life. This acquaintance allows precise individual guidance and instruction on the one hand and, on the other, a continuing flow of re-adjustment data to the more distant sources of the program's instruction --the televised lessons and the classroom sessions.

This handbook has been prepared to describe the home visitors' role in the HOPE Program and to provide them with guidelines for their work with preschool children and their parents. Staff organization is explained and several chapters are devoted to a discussion of the varied responsibilities of home visitors. This is one of seven publications designed to guide program implementation in accord with findings of a three-year field test and a one-year operational test in demonstration centers.

The complete set of guides, manuals, and handbooks for use in the HOPE Program includes the

Program Overview and Requirements

Field Director's Manual

Handbook for Mobile Classroom Teachers and Aides

Home Visitor's Handbook

Personnel Training Guide

Curriculum Planning Guide

Materials Preparation Guide

Benjamin E. Carmichael, Director
Appalachia Educational Laboratory

Contents

Home-Oriented Preschool Program 1
- Television motivates learning 1
- Group sessions for social learning 2
- Parent involvement extends learning 2

The Team You Will Work With 3
- HOPE Program Organization 4
- What you will be doing 4
- Mobile classroom teacher and aide 5
- Materials production team 5
- Field director 6
- Parents 6

Getting Ready 9
- Becoming a team 9
- Learning the territory 10
- Locating and enrolling children 11
- Helping parents understand the program 12
- Class scheduling 13
- Physical exams 14
- Scheduling home visits 14
- Keeping records 15
- Evaluation and testing 15

On The Job 19
- What it's all about 19
- Beginning your rounds 20
- Planning with the field team 22
- Watching the program with child and parent 22
- Home activities 23
- DOs and DON'Ts 26

What Preschool Children Are Like 29

Recommending Other Agencies 33

Appendices
- (A) Home Instructional Materials 37
- (B) Home Visitor Feedback Information Forms 49
- (C) Child Data Enrollment Form 52
- (D) Home Visitor Mileage and Time Report 54
- (E) Materials For Home Visitors' Kits 57
- (F) Suggested Readings for Parents 61
- (G) HOPE Development Staff 67

Home-Oriented Preschool Education

Congratulations! Now you're a home visitor in the Home-Oriented Preschool Education Program (HOPE). Try out your new title and get used to the way it sounds. It's about to become an important phrase in your community.

The HOPE Program is an exciting educational experience for young children. It is a three-way approach to learning which includes the use of

- *Televised instruction*--to open young eyes to new experiences, to encourage young children to want to learn, to initiate the basic skill instruction and to provide parents a first-hand observation of the instruction of their children
- *Mobile classroom instruction*--to initiate social interaction of children in small groups, to complement televised instruction, and to initiate instruction appropriate for the group setting
- *Parent instruction*--to promote positive child-parent interaction, to facilitate the use of home instructional materials, and to enable the parent to perform in an effective instructional role.

Television motivates learning

Lessons are broadcast into the children's homes five days a week. The 30-minute television lessons were developed to appeal strongly to 3-, 4-, and 5-year-old children.

Each lesson is developed to teach children to do certain things, as outlined in the HOPE Curriculum Planning Guide. The basic purposes of the lessons are to cause the child to want to learn, to stimulate his interest, and to present concepts which your visits and the classroom activities will help reinforce and expand.

Class sessions for social learning

Once a week the child attends a two-hour session in a mobile classroom located near his home. The teacher and aide will direct activities for a group of 10 to 15 children, ages 3 through 5. Each teacher and aide will work with 10 groups a week, serving approximately 150 children. Varied learning materials are available: games, toys, books, records, filmstrips, pencils, crayons, paints, and other items. Special emphasis is given to social activities which help children learn to get along with each other and with adults other than their parents.

Parent involvement extends learning

Once a week the home visitor goes to the home of each child. In your role as a home visitor, you will deliver Parents' Guides and other materials needed for the suggested activities. You will also provide materials for the child and parent to use together. On each visit you, the child, and the parent participate in activities which are planned to help the parent develop effective ways of working with the child to extend his learning and development.

The Team You Will Work With

As a home visitor, you are an important member of a new kind of education team. Home-Oriented Preschool Education has been designed to foster the learning and growth of young children by concentrating on the child as an individual. While you and every other team member have a specific role to play, and carefully defined responsibilities, the first concern is to relate your activities to the overall effort.

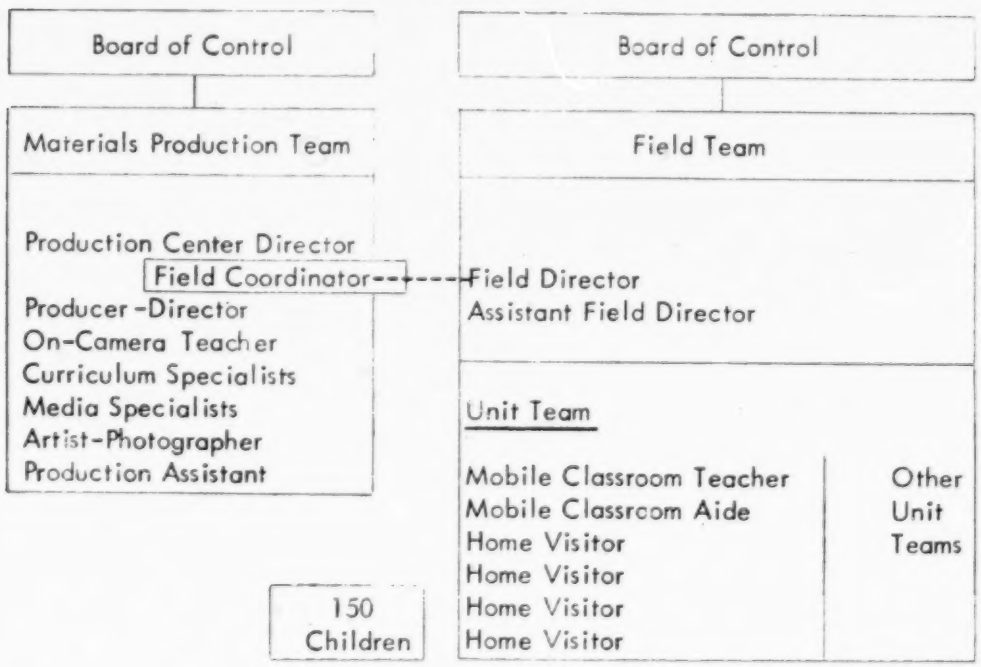
The Home-Oriented Preschool Education Team is comprised of two major staffs: the Materials Production Team and the Field Team. You are a member of the Field Team.

The Materials Production Team is responsible for producing all basic materials for the program: the television lessons; a weekly Parents' Guide; Home Visitor Activities to guide you in working with parents to achieve objectives of the program; instructional guides for the mobile classroom teacher; and materials for you to deliver to the home for the children and parents. Provisions are made for you to make regular suggestions to improve the materials for the parents and children. The Materials Preparation Guide, available from your field director, explains the production of these materials in detail.

The Field Team is comprised of you and all other home visitors, mobile classroom teachers, and mobile classroom teacher aides, who work under one field director. Your Field Team may serve a single community, one school district, or several school districts. Regardless of the size of the area served, you will have the opportunity to work under the leadership of a field director with several other team members and participate in regular in-service training activities.

You are also a member of a third and even smaller team--the Mobile Classroom-Home Unit Team. A mobile classroom teacher and aide, you, and three other home visitors will work with each unit of 150 children. It is in this unit that your team membership is most important. You will be able to keep in close touch with other team members. The relationship you establish with parents in gaining their support and participation provides the feedback necessary for planning the lessons and activities. Parents' and children's reactions and needs can be discussed regularly by the group; regular in-service meetings can be held by the team, with or without the assistance of the field director; and various communication procedures, both formal and informal, can be promoted between staff and parents. Effectiveness of the program will depend primarily on the performance of this team.

HOPE Program Organization



What you will be doing

As a home visitor, you work closely with the parents of 30 to 35 children. You visit each child and parent once a week. On each visit you will deliver the current Parents' Guide and activity materials for the child which have been prepared by the materials production staff. During your visit you will involve the child and parent in activities related to the learning goals of the program (see Appendix A for samples of Parents' Guide, Home Visitor Activities, and related materials). Home activities will vary according to the needs of each parent and child. At regular intervals you will schedule your home visit so you can watch the television lesson with the child and parent.

The major purposes of your weekly visits are to

- assist the parent in developing effective ways to teach the child
- involve the parent as an active participant in the total program
- sustain the interest and participation of both parent and child
- extend and reinforce the child's learning according to the objectives for the total program
- gain insight into the learning needs of each child and explain these needs to other team members as a basis for planning home-oriented lessons and activities
- be alert to children who could benefit from outside agency help and support the parent in seeking this aid

You also have other responsibilities--recruiting participants, assisting in scheduling, and gathering information for records and evaluation reports. You are expected to participate in pre-training, continuing inservice training, and team-planning activities.

Mobile classroom teacher and aide

The mobile classroom teacher, assisted by one aide, conducts two-hour sessions for each group of approximately fifteen children. Each child attends these sessions once a week. The teacher and aide usually work with two groups each day (10 per week).

Class activities are closely related to the television and parent instruction, but their special purpose is to foster the development of social skills and expand and refine each child's concepts.

To coordinate efforts and maintain a high degree of team and individual proficiency, the home visitor, the mobile classroom teacher and teacher aide meet in regular planning and training sessions with the field director.

ED 069 603

Materials production team

The Materials Production Team consists of early childhood education specialists, television production specialists, and writers of the Parents' Guides, Home Visitor Activities, Mobile Classroom Instructional Guide and children's

materials. This team is located in a Materials Production Center, and all materials are made available from the center to the Field Team.

The total television staff includes on-camera personnel, artists, technicians, and the curriculum specialists. Both the on-camera staff and those responsible for the design and preparation of lessons need regular feedback from you and from the mobile classroom teacher and aide, so they can adapt the television and printed lesson materials to the needs of the children (see Appendix B for examples of feedback information forms). Both you and the mobile classroom teacher help children identify with the on-camera characters they view in the television lesson each day, and relate their class and home activities to the content of the television lesson.

Field director

Within the school district or cooperating districts conducting the HOPE program, the field director's responsibilities are outlined according to the established organizational structure of the district(s). The director's duties include

- coordinating the activities of the mobile classroom teachers, aides, and home visitors
- performing duties related to business activities and financial operations, supply and maintenance of equipment facilities, and records and reports
- arranging inservice training for the Field Team
- maintaining communication with the Materials Production Center and with local school system personnel
- arranging for evaluation activities

Parents

Parents have specific responsibilities for interaction with their children:

- viewing the television lessons with the child
- participating in activities with you and the child
- helping the child adjust to the weekly classroom sessions

- participating with the child in daily follow-up activities
- providing information for continuing improvement of lessons, materials, and activities

Your major function as a home visitor is to provide assistance and support to the parents in their efforts to help their children.

Getting Ready

The groundwork that is done by the Field Team before the children actually start in the program is of vital importance. As a home visitor, you play a key role in these preliminary activities.

Becoming a team

Before going into the field to talk to parents, you must know each member of the team and have a full understanding of his or her role in the program. You need to have some ready answers when parents ask:

"Who will be my child's teacher?"

"Who is the aide?"

"What does an aide do?"

"What will happen to my child in the mobile classroom?"

"What are the television lessons like?"

"Who is the television teacher?"

"Who is in charge of the program?"

When you go into the home to talk to parents and children, it is important to answer their questions positively and reassuringly. You should be so familiar with the team and the program plans that you can help the parents see that they, too, are an important part of the program being arranged and that the team members share their concerns for the well-being of their children.

Four home visitors serve with each mobile classroom unit. Even though each of you is assigned to a different group of children, you share many duties, particularly at the beginning of the program. It is important for you to plan together and exchange ideas as you work throughout the year. Many parents know each other and will discuss the program. You need to help parents understand that, because children are different, all of them may not need to take part in the same activities, and that children learn better when their home activities are individualized.

To reinforce classroom as well as television instruction, home visitors meet regularly with the mobile classroom teacher. As early in the program as possible, you should visit the classroom while children are involved in class activities. Become familiar with the class routine, games, and materials so you can discuss them during your visits with parents and children.

Based on your experiences as a home visitor, you will be able to provide the classroom teacher with helpful information and insights about the individual needs, responses, and reactions of the children you serve each week. The teacher must meet with 150 children every week, but you work with a comparatively small number of children on an intensive one-to-one basis. Your knowledge of each child enables you to make a unique contribution to the team-planning processes.

Learning the territory

Before the program begins, become familiar with your territory. You may need a detailed road map. If there is someone in the area--perhaps a parent--who knows the area well, he can be helpful in guiding a "dry run" over the roads you will travel.

In your first survey, you may find it useful to mark the location of outstanding landmarks on your map--churches, stores, recreation areas, bridges, and bluffs or heavily wooded sections. These will help you plot your route and locate remote homes in early visits. It is also a good idea for you to note the location and telephone numbers of gas and service stations in the area. You should also identify sites the field director might wish to investigate as mobile classroom stations.

Once the program gets under way, you may want to place markers on the map to pinpoint each child's home. Even though you will soon become thoroughly familiar with your route, there may be times when you need to direct other team members to the home. A well-marked map can prevent confusion and loss of time.

Locating and enrolling children

One of your first tasks is to find the 3-, 4-, and 5-year-old children in the area and enroll them in the program. This will require a door-to-door survey. There are many time-saving methods which can help you locate the homes where young children live. The field director will work with you to divide the area so that each home visitor will have a minimum distance to travel. In drawing the boundary lines of each section, take care to avoid duplication of visits. Inquire at churches and schools to see if addresses of young children are available. In surveying an area, look for signs of young children (clotheslines with children's garments, toys in the yard, etc.). At each stop, ask about other families nearby who have young children.

On early visits you should collect certain information needed to organize classes. Determine if each home you visit is equipped with a television set and if it receives the channel on which the HOPE lessons will be broadcast. Record the name, birthdate, and sex of each child (see Appendix C for sample enrollment form).

For a full explanation of the program, it may be necessary for you to make several visits to the home. The following procedures can help parents reach a decision to enroll their child:

- show pictures of the various components of the program (the field director will have brochures and articles prepared for this purpose)
- if the program has been reported in local newspapers, take copies for parents to see
- the superintendent of the school district should prepare a letter introducing you to parents

- suggest that neighbors talk to each other, and let parents know of others in the community whose children are enrolled
- let parents know that there is no charge for materials which children will use
- leave a telephone number where parents can call you and/or the field office, and get their number so that you can exchange information as the program is being organized

Helping parents understand the program

You will have the best opportunity of any team member to help parents understand how HOPE can benefit their children. They should know that HOPE will help the child

- learn to play and work with other children
- learn to use and like books, learning games, and materials
- increase and satisfy his curiosity
- learn new concepts of number (such as counting, measuring, comparing, combining, and arranging in order)
- improve his understanding and use of new words
- learn to talk with adults outside the family
- improve his understanding and use of more complex sentences
- develop interest in new learning activities
- learn to look, listen, and remember, with new meaning to what he sees and hears

- become more willing to try new things
- learn to think logically
- learn to follow instructions

From the beginning, it is important for you to help parents understand that they are important to the success of the team effort and that you will help them. The heart of the HOPE Program is home instruction, and parents will have many responsibilities for helping their children in day-by-day experiences and for providing information which can help the HOPE Team improve the program. You will be the key member of the team in this important aspect of HOPE. Home visitors need to establish a friendly relationship with parents and learn to make noncritical suggestions which parents can accept comfortably. You should give parents many opportunities to discuss their children, make suggestions, and thus build assurance of your concern for both child and parent.

Class scheduling

After the children have been located and enrolled, the Field Team will place them in groups and prepare the schedules for the mobile classroom station. The field director, teacher, and aide will need your help in this task.

Scheduling the mobile classroom sessions requires a planning map marked to show the locations of the homes of all children enrolled in the HOPE Program. Colored pins or thumb tacks--a different color for each age group--make it easier to add new enrollees to the map or remove any who may move or withdraw.

As areas with high density enrollment become apparent, the field director will consult you on possible locations for mobile classroom stations. When two mobile classroom sites are close together, your map notations on road conditions or transportation barriers will help decide which site children from borderline sections should attend for greatest convenience to parents.

When mobile classroom stations are identified, schedules developed, and children assigned to groups, you give the necessary information to parents. You help arrange for parents and children to visit the mobile classroom to get acquainted with the program. At this point, it is important for you to work with parents to make the child's first classroom experience positive and pleasant. Help each parent understand the need to be on time to pick up the child at the end of each class session. This will lessen the fears many young children feel when they are first separated from their parents.

Physical exams

A physical examination is required for each child. The medical information needed depends upon the requirements of the school district or agency operating the program. In some districts, public health authorities can provide the examination; or it may be necessary for parents to use private physicians. Whatever procedures are outlined by your field director, you will provide major support in helping parents meet this requirement--providing necessary forms, helping arrange appointments, and following up until each child has been examined.

You should anticipate that some parents may have religious objections to the required physical examination and immunizations. Many school districts have stated policies covering this situation. Where such policies exist, they should be carefully followed. If a situation arises which is not covered by policy, you will need to seek your field director's advice.

Scheduling home visits

When the program is organized and ready to begin, you must develop a schedule which permits a visit once a week to each child's home. Some families will have more than one child enrolled in the program. You can expect to meet your home visit requirements with six visits a day. To allow you to view the television lesson with a different child each day, you should plan for an adjustment in your visitation schedule.

In scheduling your home visits, take into account the schedule for the television lesson broadcast, the weekly mobile classroom sessions, and your planning sessions with the team.

Certain time factors which may vary in each household should be considered individually so that, whenever possible, your home visits are scheduled at the convenience of families. Try to avoid

- the hours when parents sleep or must be away from home
- family meal times or periods when parent is engaged in meal preparation
- nap times for young children
- feeding times for infants
- the time of day when the arrival of other children from school might create distractions

The amount of time you spend in each home will vary. Some parents may need little or no help in understanding the Parents' Guide or the purposes of the suggested activities for children. Others may need considerable assistance and encouragement.

Keeping records

You are expected to maintain certain records for accounting purposes (for example, mileage accounts and visitation reports) and records related to the progress, needs and interests of the children you visit.

Procedures for submitting mileage and visitation reports are specified by your field director. Usually a simple form will be provided for daily records. These are submitted to the field director as required (see Appendix D for sample form).

Records related to the children you have visited are important for the continuing planning of TV lessons, mobile classroom activities, and home activity and parent materials. For this purpose, you should keep a notebook or log with a section set aside for each child. When the program is under way, brief notes can be recorded after each visit. These notes will provide clues to the need for other activities in any area in which a child's learning has not seemed adequate and serve as reminders of high interest activities which can suggest directions for future planning.

Your recorded notes of the children's reactions to the televised lessons and mobile classroom activities will provide important information to teachers and the Materials Production Team. Through your carefully recorded observations, HOPE can consistently focus on the specific needs and interests of individual children.

Before the program begins, you should discuss with the field director and mobile classroom teacher the kind of child-parent information which will prove most helpful in the planning process. The field director will provide a recording system for this purpose.

Evaluation and testing

The evaluation procedures for determining the progress of children at the end of a school year will vary according to the needs and capabilities of the districts conducting the HOPE Program. However, while the program is in progress, many types of evaluation activities will be conducted to improve the program by providing a constant flow of information on how children and parents

are reacting to the various program efforts. You, the parents, the mobile classroom teacher, and classroom aide will all be involved in this continuing evaluation and feedback process.

During pre- and post-testing, you may have to arrange for children to be taken to the test site. Occasionally, you might be asked to administer simple game-like tests in the child's home. In any case, it will be important to help the parent understand that the purpose of the testing is to measure how well the program is meeting the needs and interests of children--never to compare one child with another.

If you are responsible for administering any tests, you will need to study the test procedures carefully before using them with the children. Several home visitors may want to practice giving tests to each other. In giving any test, it is important to be objective. If you should take a special tester into the child's home, be sure to discuss this with the parent ahead of time. When the tester is giving the test, you can use this time to work individually with the parent.

One of the most valuable parts of the evaluation of children's progress will be based on the notes in your home visitor's notebook or log. Frequent entries should be made which reflect the child's progress in language development, social reactions, independence, self-responsibility, enjoyment of books and learning activities, use of simple learning tools, curiosity, and understanding of relationships. Much of a child's progress will not show up in test results; but the log which you keep over several months may show considerable growth:

- September 23--Jackie likes to look at pictures in a book and call their names, but doesn't want to hear the story.
- October 14--Jackie let me tell him the story of Peter Rabbit while he looked at the pictures.
- November 4--Jackie showed me a new Mother Goose book his aunt gave him and said, "Read this picture." He listened while his mother and I took turns reading four rhymes and seemed to enjoy them.
- December 2--Jackie sat in my lap and listened while I read the whole story of the Gingerbread Man.
- January 20--Jackie meets me at the door every week and says, "Read me a story!"
- March 3--Jackie points to the printed part of the pages in his story books and asks his mother or me, "What's that say?"

- April 14--Jackie turns the pages in The Three Bears and tells the story as if he were reading it.

- May 12--Jackie pointed to the words on the title page today and said, "The story of Peter Rabbit and Mr. MacGregor."

Since your main job is to help parents work positively with their children to improve their learning and total growth, it will be particularly important for you to make notes in your log concerning the parent's reactions. For example, your notes on Jackie's mother might include:

- September 14--Mrs. Crane told me, in Jackie's presence, "When I was in school, I just hated the time when I'd have to stand up and read."

- October 14--Mrs. Crane sat on the sofa with Jackie and me while I told the story of Peter Rabbit. She helped Jackie turn the pages and pointed out pictures.

- October 28--Mrs. Crane told me she had read to Jackie several times after his baby sister had been put to bed at night. She seemed proud of herself and Jackie.

- November 24--Before I left today, Mrs. Crane said, "I believe Jackie's going to read real good when he goes to school." Jackie looked pleased by his mother's compliment.

- December 2--Mrs. Crane asked me to suggest books Jackie might like to have for Christmas.

- January 27--When I arrived, Mrs. Crane was sitting with Jackie on her lap, looking at Better Homes and Gardens. She asked him to tell me "what the pictures say."

In planning your activities with parents you will find it helpful to refer to the "Objectives for Parents" listed in the HOPE Curriculum Planning Guide.

On The Job

When preliminary preparations are complete for HOPE, you begin your team planning, individual planning for home activities, daily home visits, formulation of news plans, and continued training.

What it's all about

Your unique contribution as a home visitor is to help parents develop a good, instructive relationship with their children. Each child has the stimulation of televised lessons which is reinforced in the mobile classroom where he learns to play and work with other children. But only through your efforts are new learning patterns introduced into the child's day-by-day experiences at home with the most important people in his life--his parents.

In their first experiences with you, parents may feel somewhat hesitant, tending to hold back and take no active part in the games and learning activities. You should make every effort to involve them in a positive way with their children. Most parents respond readily if you explain that the child may feel shy with a stranger and frankly ask the parent to help. Although you need to encourage and reinforce the children's efforts, there are many ways of responding which will prompt positive reactions from parents:

- "Show Mother what a good picture you drew. I know she'll like it."

- "Ask Mother to guess how many marbles you hid in the box."
- "Let Daddy help you count the buttons on your jacket."
- "Mother, how do you think we ought to make this paper doll bed?"
- "Let's ask Daddy to read this part of the story."
- "Before I come back next time, maybe you and Mother can finish your scrapbook of cats and kittens."
- "I'll close my eyes while you and Daddy hide the bean bag in the yard."
- "Tell Mother about the tea party you had in the mobile classroom this week."

Remember, your primary responsibility is to help parents teach the child--not teach him yourself.

Parents need reinforcement as much as their children do. Make it a habit to mention frequently the good effects which the parent's efforts have on the child.

Several kinds of experiences are emphasized in the HOPE program: understanding new ideas and meanings--learning new words--learning to ask questions--learning to tell things so that others will understand--learning to speak in whole sentences--learning to tell things in order--looking at and remembering details--listening and recalling--distinguishing between sounds--using eye, hand, and body movement together--becoming curious about the world and then exploring it--learning to try new things--learning to keep at something until it is finished--and learning what will and won't work by looking at one's own mistakes. The Home Visitor Activities (included in Appendix A) prepared weekly will help you plan experiences that will reinforce the child's learning.

Beginning your rounds

As you begin your round of visits with children and parents, you need to exercise great patience and restraint. It is pointless to rush into formal activities for young children who may never before have had a "play period" with any adult outside the family. You may have to make several visits before the child is ready to talk to you or even to come close to you. Your first communications with a shy

child may be only through looks, smiles, and friendly gestures. Sometimes an attractive toy or book placed on the table or floor while you chat with the parent will arouse interest, even though you may say nothing more than, "I hope you liked the little blocks. Next week, I'll bring something else we can play with."

Parents may feel concerned if the child proves shy or uncommunicative. You want to reassure them that such behavior is quite natural and expected and that many other children react in the same way. Comments such as--"Why don't we just chat for a while and let Johnny get used to seeing me around. Have you had a chance to look at any of the home materials yet?"--will draw attention away from Johnny and ease the parent's tensions.

Whatever time is required at the beginning of the program to get acquainted with parents and children and to establish a comfortable feeling with both has far greater value than moving into activities before the child is ready for them. You need not feel anxious if the early lessons are not immediately reinforced. The child will have many opportunities to learn each concept as the program progresses. No activity or lesson with a young child should ever be hurried or conducted so that you or the parent seem to be pressuring the child or worried about him.

Get-acquainted activities can be quite simple--a walk in the yard to see mother's flowers, or meet the new puppy, or try out a swing; a short little story about something that happened to you on the way to the child's home; a magazine or book to look at together; a new box of crayons to be tried out (with Mother to help); an easy puzzle to put together; or a "junk box" filled with odds and ends to examine and talk about. (Later, children and parents may be encouraged to fill a "junk box" of their own to show you on your next visit.)

In all contacts with the preschool child, particularly in early visits, let the child feel your warmth and affection. Young children are usually responsive to simple, direct, sincere statements of affection: "I like you, Molly. I'm glad we're going to be friends."

Getting to know parents and winning their confidence is as important as getting acquainted with children. Parents differ as much as their youngsters. For some, a sympathetic and noncritical listener may be a major need. For others, an informed and stimulating conversationalist may be the missing element in an otherwise routine or dreary domestic pattern of living. Whatever the personality of the parent, you need to be genuinely interested, noncritical, and able to accept differences in life styles and patterns of home and family living. The most frequent technique you will use to guide parent-child interaction is demonstrating your own ways of relating to the child. After a comfortable relationship has been established with the parent, you may be able to say, "Do you mind if I make a suggestion once in a while that I think will help Billy?" or you might ask a question which will

help parents examine their own reactions: "I wonder if we will help Sally more by _____ or by _____. What do you think?"

No matter how much concern you may feel for the situations encountered in the homes visited, it remains a fact that family patterns of living are highly personal and deeply ingrained; and the child's personality is rooted in those patterns. New interaction practices are not likely to be adopted unless they can be accepted within the basic life style of the family. This acceptance of parental rights to rear their children in the framework of their own values and convictions is basic if you hope to establish positive relationships with the parents.

Planning with the field team

Team planning sessions are scheduled by the field director. Usually, these meetings are held every two weeks. In these sessions, you share the home reactions you have encountered. It is important for you to learn what television lessons and classroom activities are planned for the next two weeks and to get suggestions from the field director and classroom teacher and aide.

Throughout the year, all members of the team are regularly engaged in in-service activities designed to improve your skills. You can help make these activities more meaningful by letting the field director know about any area in which you feel a particular need for help, by suggesting topics you would like to discuss with others, or by identifying problems with which you need assistance.

Watching TV with child and parent

At scheduled intervals, you have the opportunity to view the television lessons with each child and parent. This activity serves several purposes. By your own responses to the lesson, you can guide the child and parent in any active participation that is called for by the on-camera teacher and characters. Occasionally, the child may be asked to say a rhyme, sing-along, join the television characters in hand-clapping or finger play, or give other physical responses. Your enthusiastic response can lead the child into active participation.

Observation of the child's reactions to the various sequences on the television tapes provides useful information on which to develop future lesson formats and presentations. Make notes of children's comments during the program, of those activities which bring smiles, laughter, questions, or comments. Any evidence that a child is confused or does not understand what has been viewed should be noted.

The reactions of both the parent and child after the lesson has ended can add to the team knowledge for continued planning and provide useful cues for activities you may need to develop. For example, how much of the lesson can the child recall after the broadcast has ended? Does the parent reinforce the child's learning by talking about what happened and clarifying any points which the child did not understand? Can the child remember and use new words that were introduced? Can he recall the sequence of any segment of the program--what happened first, what happened next, and so on?

Home activities

On each visit, you deliver materials prepared by the Materials Production Team which relate to the television lessons. The Parents' Guide (see Appendix A) suggests activities the parent and child can do together during the week. On each visit read and discuss these with parents. Activity materials for the child are also delivered weekly (see Appendix A). In addition to the printed activity sheets, some "work materials" such as crayons, paper, and paste are funished. These items provide an excellent opportunity for you to help parents begin to teach their children how to take care of their own materials. A special drawer, a box, or even a shopping bag with pasted pictures and the child's name printed on it makes a good beginning.

Your home visitor activity sheets provide descriptions of activities which require certain materials or supplies. These are in your home visitor kit; its contents are listed in Appendix E.

In addition to the home activity materials prepared by the Materials Production Team, you plan and prepare many additional games and home activities in which you can involve children and parents during the weekly home visits. These activities should be simple ones which parents can repeat or continue in your absence. Materials used should be common items usually available in the home. For this purpose you will find it helpful to keep an "idea bank" and a "junk box."

An "idea bank" can be a file box or set of folders in which activities suitable for various learning purposes are recorded and sample materials are filed. Each member of the home visitors team will collect many useful ideas. By exchanging these among the group, the planning load for each can be reduced. It is good practice to make notes of new ideas as soon as they occur and enter them in the "idea bank" for future reference. Planning can be greatly simplified by this practice. As your "idea bank" grows, activities can be categorized according to the content or objectives to which they are related (for example, animals, colors, color words, number concepts, listening activities, finger play,

visual memory, etc.). Then, as each concept reappears in television or classroom, you are prepared to relate your home activities to other lessons.

Your "junk box" contains simple materials which can be used for home learning--scraps of cloth and felt, clothespins, small cooking implements, containers of various sizes, spools, small boxes, pipe cleaners, old magazines for cutting and pasting, inexpensive scrapbooks, colored straws, cardboard, bean bags, sponges which can be cut into various shapes, balls of string, towels, small rulers, tape measures, old clocks, a small pan for water play, funnel, colored yarn, artificial fruit, and similar items to stimulate children's interest and demonstrate to parents the varied ways to help preschoolers explore their environment and learn from it.

The way you get along with a child is just as important as the kind of activities you plan. A major purpose of HOPE is to help each child enjoy learning. The games and learning experiences should be fun for the child. You should register your own enthusiasm and enjoyment, encouraging the parent to do the same.

When children grow tired or cross, it is better to change an activity or cut a session short than to allow negative feelings to develop. If this becomes necessary, it should not be done as punishment, but rather with understanding and sympathy.

You should avoid pressure and force. Genuine enthusiasm, persuasion, stimulation and satisfaction of curiosity, occasional praise, and the warmth of smiles, looks, gestures, shared laughter, and shared wonderment in each new experience are your most productive techniques.

Trial and error are basic to new learning. Children should be allowed to make mistakes and to fail without developing a sense of guilt or worthlessness. Failure should be regarded as an experience from which one learns--a commonplace event which usually comes before success and makes it possible.

Children need to struggle with some tasks. Whether he is buttoning a coat, completing a puzzle, or painting the sails of a toy boat, a child should be allowed to work at the task without help as long as his interest can be held. If he seems near the point of frustration, he should be helped, but only the little it takes to keep him going.

Drill activities should be avoided. Young children need action games, exploration, new objects to examine, and much conversation. Make a practice of asking questions which will require sentence answers rather than "yes" or "no." Instead of asking, "Did you and mother have fun making these cookies?" ask "How did you and mother make your cookies?"

Unpleasant behavior should be ignored if possible. If it becomes excessive, you could make a comment such as, "I don't like to see you throw blocks in the house, but I like to see you throw the ball outside. Let's play in the yard for a while." "Naughty" words should almost always be ignored. Young children are quick to pick up phrases like "dumb-dumb" or "you old nanny goat" from older children. When they try them out and get no response, they will soon drop them.

It is quite all right--indeed, necessary--to say "no" to children when they press too far. Young children learn behavioral limits by testing adults to see where the lines are drawn. "No" can be said quite firmly without anger, and sometimes a substitute behavior can be suggested. For example, "No, you can't play with my glasses; but we can make you some play glasses out of cardboard. They won't break." Or, "No, you can't jump on the sofa. Let's go play in the yard and see how far you can hop."

Many variations in both activities and interaction patterns are required for preschool children at different levels of maturity. The attention span of some children is quite limited and many very short activities are required when working with them. Children's visual development varies greatly. Some have difficulty seeing small details in pictures and objects. There are some whose hearing lacks refinement and whose muscles may be ready only for gross movements. Muscular coordination may be inadequate for hopping, skipping, or balancing alone on a walking board. Scissor work and pasting requires finger dexterity which may not yet be developed. Language patterns are limited, both for speaking and listening.

Activities for physically immature children should include easy games that require body movement which will help develop large muscles--crawling, running, jumping, reaching, and grasping. Use large toys and objects--blocks, nested boxes, bean bags, large yarn balls to roll and toss, and movement toys which can draw young eyes into the exercise they need, but without strain. Pictures in books and on cards should be large with distinct contrasts in shape and color and with only a few details to challenge the child's developing vision.

In homes with two preschool children, the activities you have planned will require adjustment. At ages 3 through 5, children often play side by side, but some find it difficult to play together well for any length of time. Avoid comparisons between their performance, and don't allow competition between them to develop. In some activities, you may want to take turns with the parent in helping each child with his game or activity. For varying periods, sharing activities can be used--tea parties, ball rolling, walks outdoors, hopping, clapping games, and finger play. Often the young child can learn much from a 5-year-old brother or sister, and the older child can be encouraged to "Show little brother how," or "Tell Katy what's happening in this picture," or "Let Katy tell you what she sees in her picture book."

DOs and DON'Ts

Although the children, parents, and situations differ in each household, there are a few basic guidelines which can be applied by all HOPE home visitors. Following are DOs and DON'Ts to remember:

DO listen with understanding and sympathy if parents want to discuss their problems.	DON'T discuss the personal affairs of one family with another or spread gossip in the community.
DO show children your approval when they try hard and make improvements.	DON'T use praise so freely that children become too dependent upon it to get satisfaction from their own efforts and successes.
DO talk to children in language they can understand and which will provide a model.	DON'T use baby talk or "talk down" to children.
DO take time to establish a comfortable relationship with parents before you begin to make suggestions.	DON'T try to advise parents before they have had time to accept you as a friend.
DO make helpful suggestions to parents if they are needed but ask the parent's advice frequently on matters concerning the child's needs, interests, and behavior.	DON'T criticize or speak as though you were the authority on children; their parents know them far better than you do.
DO plan activities carefully and know what objectives you are trying to accomplish in each home visit.	DON'T be afraid to change your plans if a child does not respond well or if an unexpected opportunity arises to capture a child's interest in something you didn't plan.
DO get advice and suggestions from teachers, aides, and your field director.	DON'T hesitate to make suggestions based on your own knowledge of each individual child.
DO get to know the children's likes and dislikes, and plan activities which fit.	DON'T expect likes and dislikes to remain the same or fail to help children acquire new tastes and interests.

DO	enjoy the children you serve and appreciate them as important individuals.	DON'T	treat children like playthings to be put on display or "shown off."
DO	give affection freely and be sympathetic when you encounter children or parents who have problems.	DON'T	let your affection or sympathy cloud your judgment or make you substitute pity for help.
DO	take many learning materials into children's homes and help them use them.	DON'T	give presents or use "goodies" to bribe children or try to win their favor.
DO	be sure all your efforts are directed toward the parents' and child's learning and the basic goals of the HOPE program.	DON'T	become involved in controversies, activities, or concerns which do not relate directly to the well-being of the child, or which could detract from your effectiveness as a home visitor.

What Preschool Children Are Like

Every child is an individual. Patterns and rates of growth and development vary greatly even among children in the same family. Every child has a unique body, mind, and personality. The growth characteristics shown on the following pages suggest types of behavior which may apply in each age range. No child will fit perectly into the mold.

GENERAL GROWTH CHARACTERISTICS OF CHILDREN, AGES 2-5

	Two Years	Three Years	Four Years	Five Years
Physical	Active but not always sure of balance Lack of good coordination Needs help dressing and feeding	Better motor control--Especially of large muscles Begins to manage clothes Can usually handle toilet needs	Slower growth than first three years May eat less Developing large muscle control May try more than he is capable of, and become frustrated Boundless energy and restlessness May not realize his own need for rest	Slow growth Gaining good body control Developing small muscle control Less frustration in physical skills Eye-hand coordination developing but may spill Some begin to master skipping, hopping, tying shoelaces
Emotional	Often says "NO" to suggestions	Usually happier, less crying because he has become capable of doing many things		Emotions more stable More able to verbalize than display emotion physically

GENERAL GROWTH CHARACTERISTICS OF CHILDREN, AGES 2-5
(Cont'd.)

	Two Years	Three Years	Four Years	Five Years
Emotional	Beginning to establish his feeling of being an independent person	More trusting	Sometimes defies adults by hitting, throwing, running away, biting, etc., to test his own power	Sometimes reverts to immature behaviors
	Has little emotional control--cries easily, temper tantrums			Less fear
	Fearful of unfamiliar situations			Self critical and well adjusted
Social	Mostly solitary or parallel play	Interest in play with one or two other children, but still likes to play alone	Non-conforming resists routines	More cooperative, has learned to handle situations
	Establishes contact with adults more than with children	More cooperative in sharing, taking turns	Begins cooperative play but is more content in small group	Play has direction with larger groups
	Snatches, grabs, little sharing		Imaginative, enjoys dramatic play	Interest in simple organized games
			Experiments with language, silly talk, name calling	

GENERAL GROWTH CHARACTERISTICS OF CHILDREN, AGES 2-5
(Cont'd.)

	Two Years	Three Years	Four Years	Five Years
Intellectual	Short attention span	Great curiosity, investigates new things	High interest in world about him	Can notice differences to a finer degree
	Vocabulary about 250 words	Interest span in stories, music, painting, blocks (may be 4 to 8 minutes only)	Attention span varies	Longer attention span
			Learns with all senses	Language more developed
			Tells tall tales	May talk constantly
			Beginning to learn colors, numbers	Knows more colors and numbers
			Vocabulary about 1500 words	Beginning interest in letters, writing name
				Use materials with a purpose

Recommending Other Agencies

You will encounter many children who need help which parents may not be able to provide. When you find a child you think should receive outside attention, consult your field director. The field director is familiar with various health and welfare agencies and can recommend action and procedures.

In your work with parents and children, it will be particularly important for you to note conditions or occurrences which might suggest a need for referral. Many physical, emotional, or psychological problems can be corrected if they are discovered and treated early. You cannot, of course, make a diagnosis yourself, but you are in a position to see many behaviors which may be symptomatic of serious problems and to solicit the help of your field director in getting parents to take whatever steps may be necessary.

You will need to be alert to any symptoms which may indicate a serious problem. For example:

- Does the child consistently move his head unusually close to objects or pictures he is examining?
- Does he habitually turn objects or pictures at a peculiar angle when he looks at them?
- When he reaches for a toy or other object, does he frequently misjudge and have to feel his way to touch it?
- When you talk to him, does he consistently ask you to repeat, or turn one ear toward you while you are speaking?

- Does he consistently show no reaction to loud noises behind him?

- Is he unusually listless even when he has just had a nap, or when you see him early in the morning?

- Does he tire too quickly during physical activities when there is no apparent reason?

- Does he have marked speech defects (other than the baby talk, or lisping habits common to many young children)?

- Does he have a severe lack of language; or does he frequently seem unable to understand what is said to him even in very simple terms?

- Does he consistently forget what has been said to him, what he has observed, or how he has done some simple task?

- Does he frequently have extreme emotional outbursts over trivial matters?

- Does he bite his fingernails or show other signs of extreme nervous reaction?

- Is he inclined to be excessively frightened by minor matters, to withdraw, cling to mother, suck his thumb, or show signs of fear beyond what is usual among children his age?

- Is there evidence that poverty is causing serious hardship for the child?

If any of these conditions are consistently evident, you should discuss them with your field director.

The real key to HOPE is in the warmth, concern, understanding, and imagination which you bring to the program each day in your contacts with parents and children. As you share experiences and solve problems with your team members and field director, your input is recycled into the continual improvement of the program. Your contribution will have impact on the educational opportunities for young children everywhere.

Appendix A

around the bend
PARENTS' GUIDE

Volume 1 | Activities for Use with "Around the Bend" TV Lessons | Number 14

Illustration from *ON THE MOVE*, September 1971
Courtesy of Immaculate Heart College, Los Angeles, Calif.
Artist: Frank Salazar & Associates/Design Office

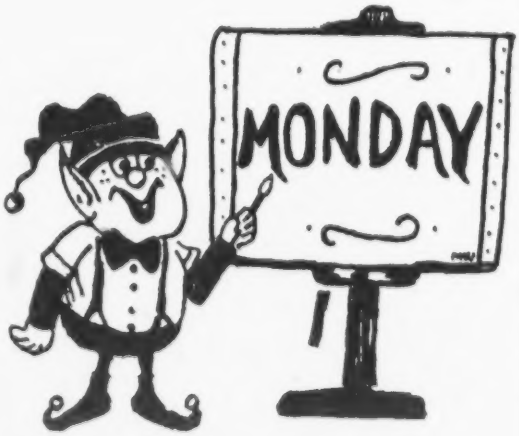
Becoming Aware of the World

Young children need varied experiences using their five senses. Give your child the opportunity to express himself concerning the things he sees, feels, smells, tastes, and hears. Encourage him to use his five senses to arouse his curiosity. Provide the opportunity for your child to experiment and question the things he does not understand. Give him as much help and guidance as he needs and asks for. If your child has experienced something new and wonderful, listen respectfully and show him that you are as thrilled about his discovery as he is. This will help encourage his curiosity.

Your child will be asked to identify geometric shapes while playing a game. He will have an opportunity to learn about the letters **r** and **B**.

Learning About Money

● What It's About: Magic Hollow characters act out the story of "Henny Penny." Patty and Roy identify pennies, nickels, and dimes and explain the value of each. Patty shows children's pictures. Watch for a letter on the toy train and listen for the song, "Little Red Caboose." Your child will use Activity Sheet B-64.



MONEY

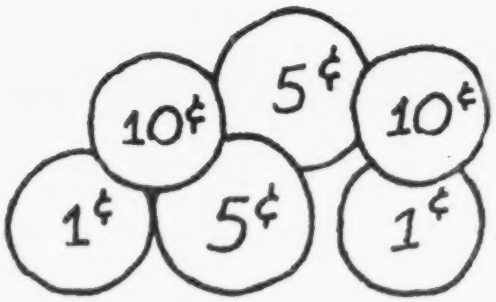
Money is for spending
Buying food, toys, and clothes.
Money is for saving
Till the piggy bank grows;
I wish I had a penny,
A nickel, or a dime.
So I could buy a little toy
And share it all the time.

Mabel Little

More Monday Activities on Page 2

MONDAY ACTIVITIES—continued

Pennies, Nickels and Dimes



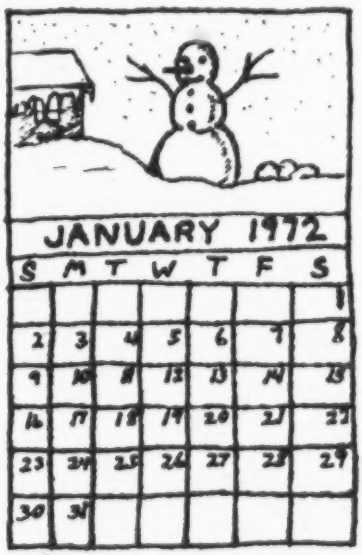
Patty and Roy talk about the value of a penny, a nickel, and a dime. Help your child cut out the play money (Activity Sheet B-64) before the program begins so that he can identify the coins as Patty asks questions about them. If real coins are available, ask your child to identify them. Mix the coins up and ask him to identify the largest coin, the smallest coin, the coin that will buy the most, and the coin that will buy the least amount of something.

What's in the Trunk?

- What It's About: Algie and Patty talk about some things they find in a trunk. Patty asks, "Did you ever get to like something that you have never tried before?" She will talk about the shapes of a circle, square, triangle, and rectangle.

- Home visitor delivers: calendar for January

What Day Is It?



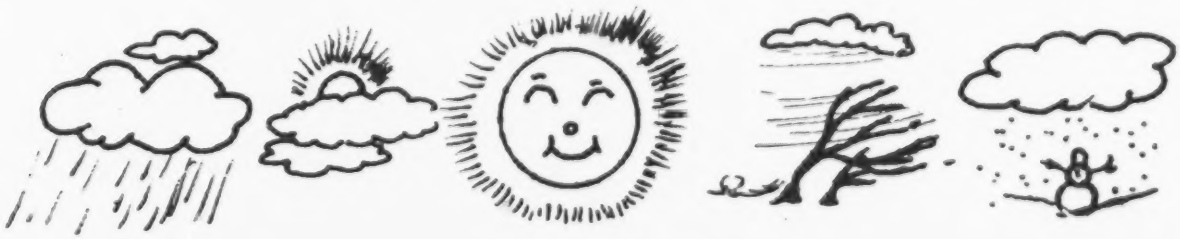
What does a calendar tell us? Your child will receive a calendar for the month of January. Encourage him to draw a picture at the top of his calendar and hang it in a special place where he can see it each day. Perhaps you have a calendar of the whole year (12 months) that he can look at.

Discuss the dates on the calendar with your child and point out the days in a week and the months in a year. Ask him such questions as:

- Do you know which month your birthday is in?
- Do you know the date of your birthday?

Help your child find his birthday and mark it on his calendar. Suggest that he mark the birthdays of other members of the family and special holidays with your guidance.

Your child may wish to draw a picture or make a certain design in the spaces on his calendar to represent the different kinds of weather, such as cloudy, rainy, or sunny.



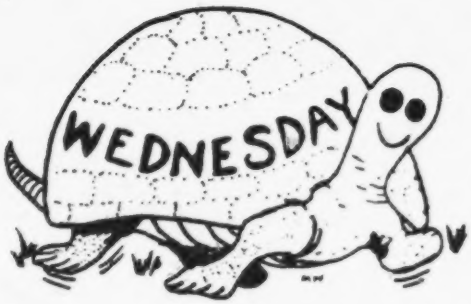
Hurricane!

● What It's About: Which kind of weather do you like best? Rain? Snow? Sun? Patty asks the children to help with an activity about the weather. The letter **r** is introduced. Your child will use Activity Sheet B-54.

● Home supplies: scissors, paste

RAIN, RAIN, GO AWAY

Rain, rain, go away,
Come again another day:
Little Johnny wants to play.



Patty moves to music entitled "Hurricane." Encourage your child to move to the music with Patty. Ask him what the music tells him about a hurricane. Encourage him to draw a picture showing what he thinks a hurricane would do to a place. Explain to him that a hurricane is a very, very strong wind—so strong that it can blow houses down, push ships onto the land, knock down trees, and blow big trucks off the road.

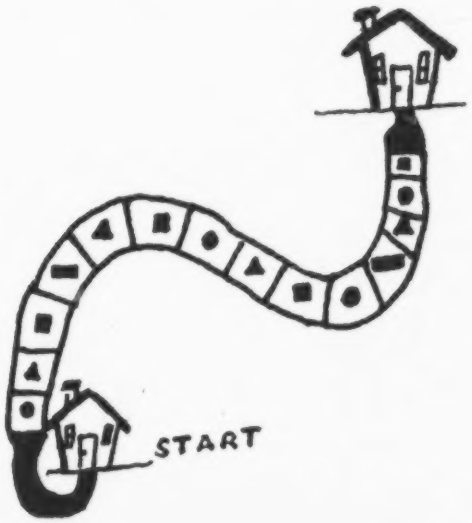
Most storms are not hurricanes.

Play 'Around the Bend'

● What It's About: Patty encourages children to become more aware of the five senses: taste, touch, smell, hearing and sight. The numeral **0** is introduced.

● Home visitor delivers: **Around the Bend Game**

● Home supplies: flat button or other object to use as a marker for the game, scissors, paper fastener



Patty will be talking about the sense of touch today. Suggest that your child move about the house feeling everyday objects. Encourage him to describe how they feel—rough, smooth, etc. Then help him make rubbings of textures he finds interesting. To do this place fairly sheer white paper over an object and rub with the side of a crayon.

Your child will receive the **Around the Bend Game** to play with during the program. Help him cut out the pointer and fasten it to the center of the circle with a paper fastener. Allow the pointer to be loose enough so that it can be spun around to show your child which shape he is to move his marker to on the game.

' Friends Are For Loving '

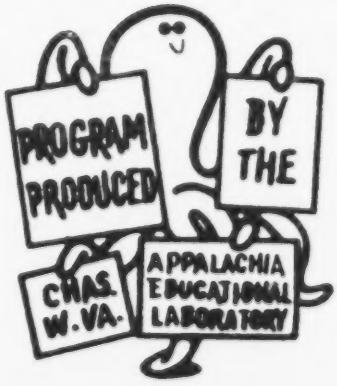
● What It's About: Patty decorates a birthday cake. She writes "Happy Birthday" on the cake. A story, "Benjamin's Birthday," is told by Patty. The letter **B** is reviewed.

Discuss with your child the importance of having friends, sharing, and doing things that make others happy. Point out to him that it is fun having friends to share birthday cake and toys with. Friends are fun to play with and talk with whenever we are lonesome and need to be with someone.

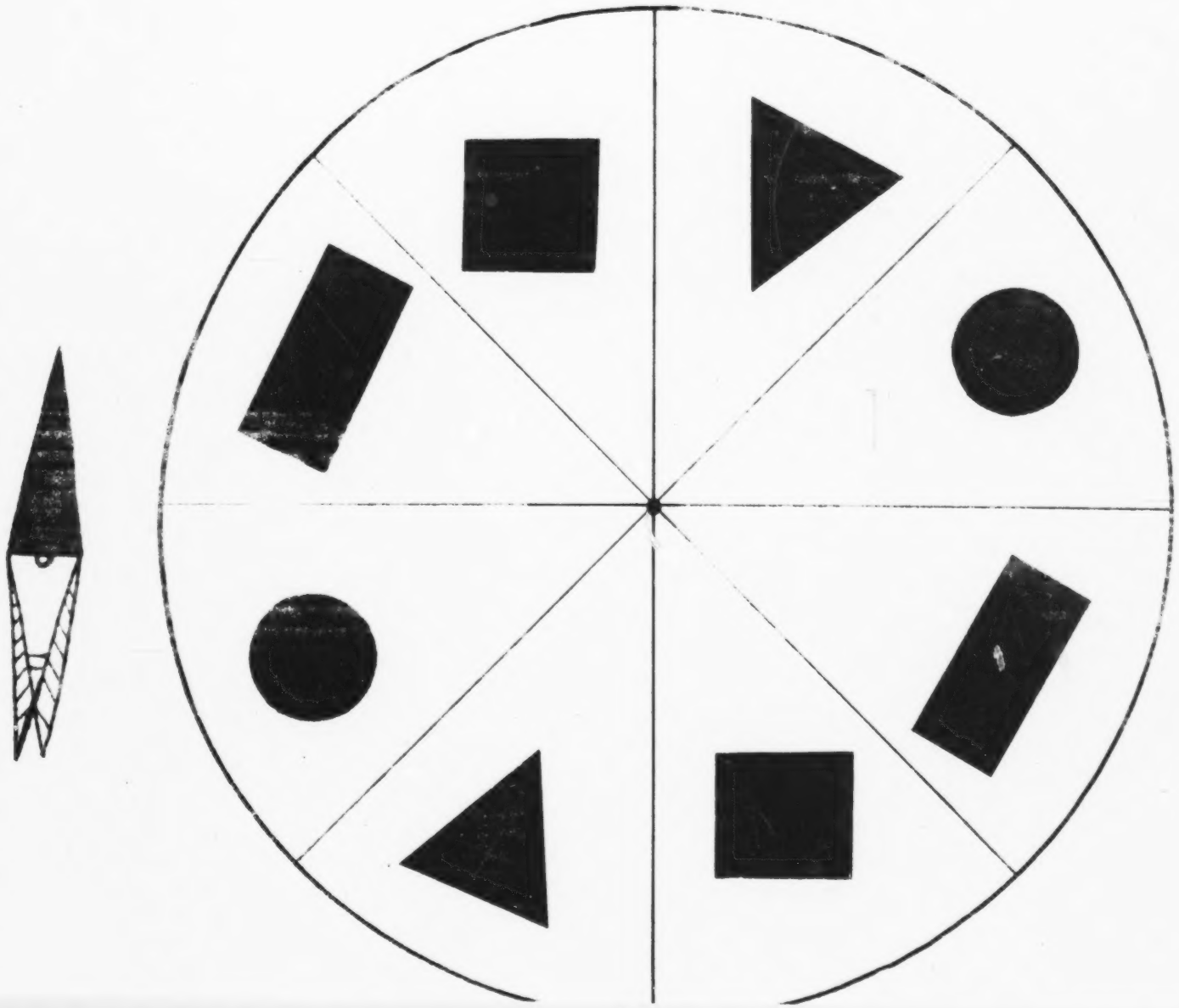
NOTE: The poem, Friends Are to Play With, by Elaine M. Ward is copyrighted 1968 by Graded Press and is not available for reproduction at this time. It appears in Nursery Days, Feb. 2, 1969 issue.

A friend does not really have to be a person. It can be a favorite tree that gives us good fruit, a pet that makes us laugh, a flower that smells good and looks beautiful, or a creek that flows softly by as we cool our toes on a hot summer day.

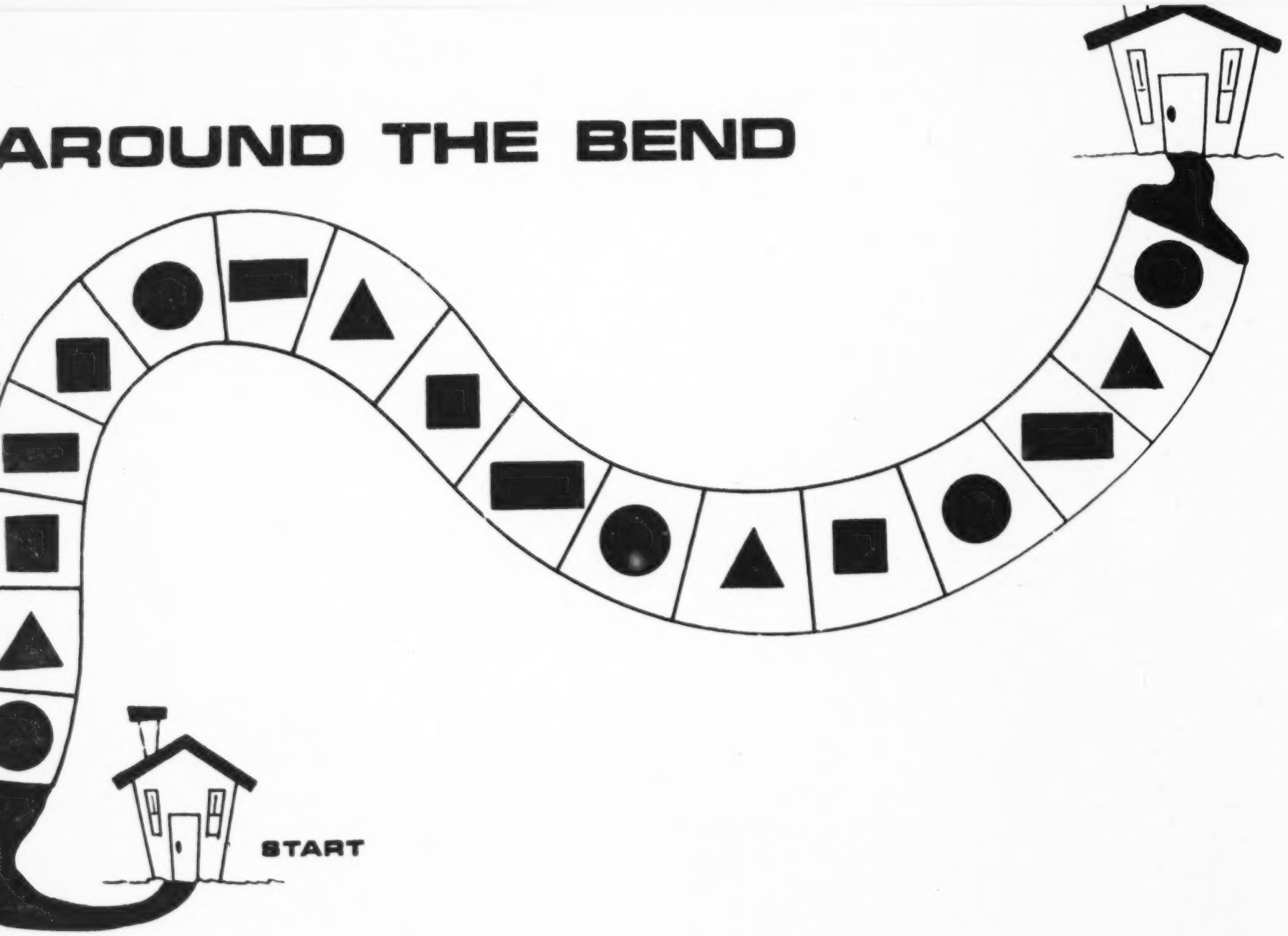
Ask your child to name some of his friends and tell about the things he likes to share with them.



AROUND THE BEND GAME

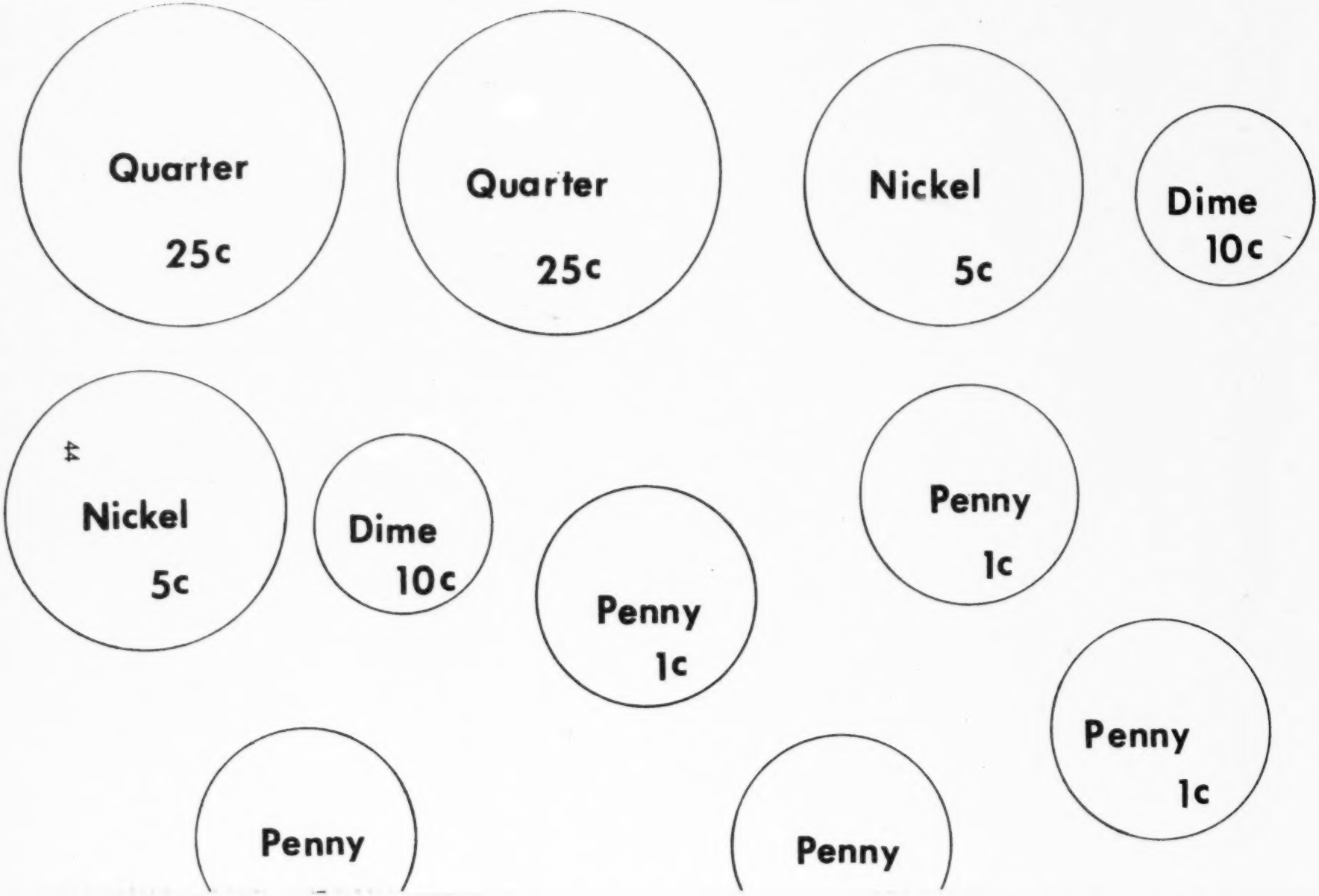


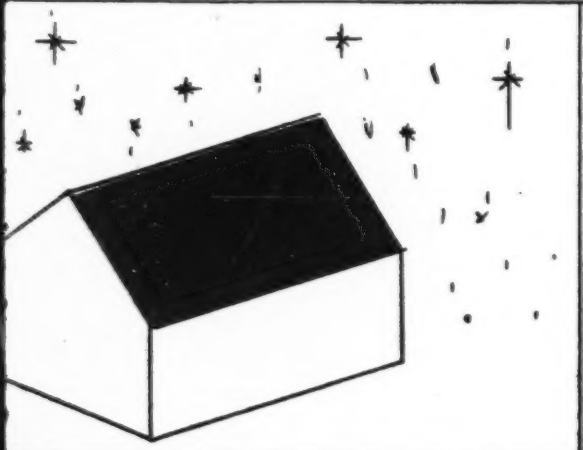
AROUND THE BEND

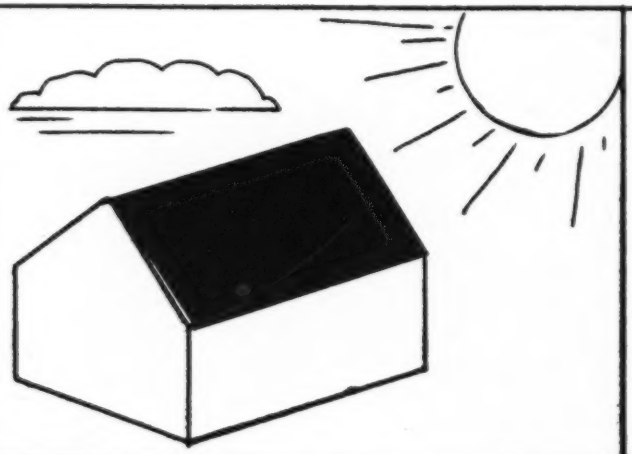


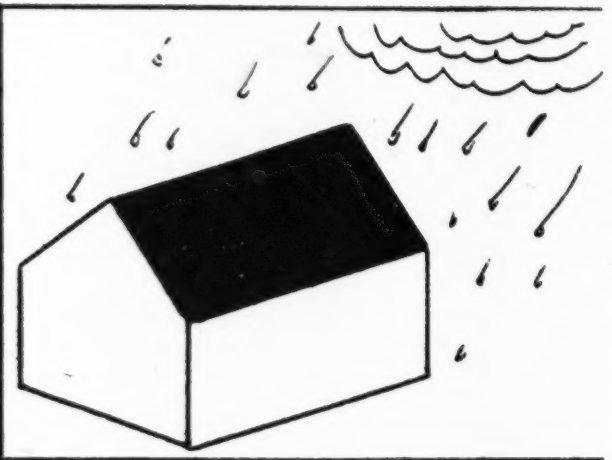
JANUARY 1973

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			


Quarter
25c
Quarter
25c
Nickel
5c
Dime
10c
Nickel
5c
Dime
10c
Penny
1c
Penny
1c
Penny
1c
Penny
Penny







Home Visitor Activities

HOME-ORIENTED PRESCHOOL EDUCATION

Volume I | Suggestions for Home Visitors | Number 14

For some of you, this week's programs are broadcast the week before Christmas, while for others they follow Christmas. In either case, the children will be interested in talking about their holiday activities.

Lessons for the week follow the theme "Becoming Aware of the World." On Monday the children will take part in activities that can help them learn about money. The lesson for Tuesday is planned to stimulate their curiosity. On Wednesday, weather is discussed. Encourage the child to talk about how weather is needed for sledding? for swimming? What are some of the things he likes to do on a rainy day? Observe the weather on the day you visit and discuss it with the child.

Thursday's lesson discusses the five senses: seeing, hearing, tasting, smelling, and feeling. As you talk about the weather, you might ask questions such as: How does ice feel to the touch? What about snow? What about sand on a hot summer day--on your bare feet (or a sidewalk on a hot summer day)? Have the child touch different objects or surfaces and describe how they feel to his touch. For example: Glass is smooth. Some rugs are rough. A hair brush is prickly. Ice is cold. A kitten is soft and warm. Talk with the child about sounds and things he sees. Encourage him to use sentences containing descriptive words. For example: Thunder sounds loud. The music is soft (or loud). The tree is green, tall, etc. Ask the child if he can name something that tastes sweet, sour, salty, etc. While talking about smell, you could mention the aroma of evergreen trees, flowers, foods, etc.

The children learn about birthdays on Friday; friendship and sharing is discussed. Now is a good time to look at the calendar. Perhaps the child can tell you when his birthday is and help you find it on the calendar. Ask the child how old he is. You might also talk about the birthday of other members of the family. Let the child tell you how he shares with his friends and family.

Appendix B

Sample #1

HOME VISITOR FEEDBACK INFORMATION FORM

HOME-ORIENTED PRESCHOOL EDUCATION

NAME OF CHILD _____

ADDRESS _____

DATE _____ TIME _____

3 yr. old _____ 4 yr. old _____ 5 yr. old _____

HOME VISITOR _____

I. Did the parent pay attention and willing to use the materials and activities you provided?
   (1) Very much so
   (2) Willing but not enthusiastic
   (3) Indifferent
   (4) Hostile

II. List the activities and materials you provided on your previous visit which the parent and child have used since that time.

III. What changes would the parent make in the past week's TV program?

IV. Have the past week's programs been appropriate to the child's present level of development?
   (1) Child is more advanced than programming
   (2) Programs appropriate
   (3) Programs too difficult for child

V. How does the parent assess the child's current attitude to visiting the mobile classroom:
   (1) Child looks forward to visit with much anticipation
   (2) Child does not express favorable anticipation
   (3) Child asks not to go, or seems very reticent

VI. What changes has the parent noted in the child's behavior since the program's beginning?

VII. Has the TV reception been of good quality all week? ____Yes____No
If No, how many days' programs have been missed? For this reason _____How many programs missed for other reasons? _____

Sample #2

HOME VISITOR FEEDBACK INFORMATION FORM

HOME-ORIENTED PRESCHOOL EDUCATION

Date	Program Title	Child's Interest, Participation and Comments

Appendix C

CHILD DATA ENROLLMENT FORM
HOME-ORIENTED PRESCHOOL EDUCATION PROGRAM

Child's Name _____ Sex M _____ F _____ Birthdate _____

Parent's Name _____

Mailing Address _____

_____

Directions to the home _____

_____

_____

Occupation of parents _____

Other children between ages 3 and 5:

_____ Sex M _____ F _____ Birthdate _____

_____ Sex M _____ F _____ Birthdate _____

Is there a kindergarten available in the neighborhood? Yes _____ No _____

Does your child attend kindergarten? Yes _____ No _____

Would you like for your child to participate in this home-oriented education program? Yes _____ No _____

COMMENTS

Date _____ Application taken by _____

Appendix D

HOME VISITOR MILEAGE AND TIME REPORT

HOME-ORIENTED PRESCHOOL EDUCATION PROGRAM

Home Visitor _____

Date _____

Home Visits (Child's Name)	Address	Mileage*	Time Spent	Participants Child, parent or other
1.				
2.				
3.				
4.				
5.				
6.				

*From your home to first visit; from first visit to second; and from last visit to your home.

Appendix E

MATERIALS FOR HOME VISITORS' KITS

Each kit should contain:

1 set measuring cups
1 set measuring spoons

10 plastic teddy bears (assorted colors)
Milton Bradley Co.
Box 7632
Springfield, Massachusetts
(100 plastic Teddy Bear counters)

1 box of objects to feel
thick yarn to tie around box
cotton ball
emery board
feather
metal car
sponge powder puff
2 prickly pipe cleaners (1 gold, 1 silver)
small horse
creepy crawler

Puzzles (with very few pieces--from 5 to 10)
at least one puzzle depicting a water vehicle and one depicting a land vehicle

Plastic coated picture sheets
We used transparent page protectors (8 1/2 x 11) and sticker seals (pictures of birds, animals, flowers, etc.). We attached the seals to small cardboard squares and placed them in the protectors in sets of different sizes. The sheets were used to reinforce the concepts of big-little, same-different, and many-few, as well as number concepts. Pictures from magazines could be used.

3 or 4 paper cups, drinking straws

Play clock (We used Mini-clock, #702, The Judy Company, 310 North Second Street, Minneapolis, Minnesota 55401)

Magnifying glass

Prism

Several paper plates and napkins

1 set of red plastic checkers
1 set of black plastic checkers

Small funnel board
Flannel tape
(Optional: Shapes--geometric, etc.)

Seeds--3 or 4 both corn and lima beans for each child ild

Set of letter cards (these can be made).

Materials for crystal garden

Emphasize the need for safety when using the bluing and the ammonia. You will need the following equipment in addition to the container the parent can provide (a bowl about 6" to 8" in diameter):

1. Assortment of food coloring
2. 6 small pieces of brick, coal, charcoal, or coke
3. Four (4) tablespoons of plain salt (not iodized)
4. Four (4) tablespoons of liquid bluing
5. Four (4) tablespoons of water
6. One (1) tablespoon of household ammonia

One of the spring programs calls for some fruits and vegetables.

Appendix F

SUGGESTED READINGS FOR PARENTS

Books

Be Nimble and Be Quick (A Headstart Book). New York, New York: McGraw-Hill Book Co.

Chase, Francine. A Visit to the Hospital. New York, New York: Grosset & Dunlap.

Comstock, Nan and Wyckoff, Jean, (Eds.). McCall's Golden Do-It Book. Racine, Wisconsin: Western Publishing Company: 1960.

Conference Time for Teachers and Parents. Washington, D.C.: National Education Association, 1961.

D'Amato, Janet and Alex. Cardboard Carpentry. New York, New York: Lion Press, N.D.

Elkind, David. Children and Adolescents. New York, New York: Oxford University Press, 1971.

Ginott, Haim G. Between Parent and Child. New York, New York: MacMillan Company, 1965.

Hymes, James L., Jr. A Child Development Point of View. Englewood Cliffs, New Jersey: Prentice-Hall.

Hymes, James L., Jr. Behavior and Misbehavior. Englewood Cliffs, New Jersey: Prentice-Hall, 1955.

Hymes, James L., Jr. Effective Home-School Relations. Englewood Cliffs, New Jersey: Prentice-Hall.

Knowing and Naming. (A Headstart Book). New York, New York: McGraw-Hill Book Company.

Ridenour, Nina and Johnson, Isabel (eds.). Some Special Problems of Children. (Aged two to five years). New York, New York: Child Study Association of America, Rev. Ed. 1969.

Spock, Benjamin. Problems of Parents. Greenwich, Connecticut: Fawcett Publications, Inc., 1971.

Thinking and Imagining. (A Headstart Book). New York, New York: McGraw-Hill Book Co.

Other Publications

The following were published by the Association for Childhood Education, Internation, Washington, D.C.:

(Bulletins--Children Under Six)

Basic Human Values for Childhood Education. (-8-A), 1963.

Children and TV. (-20-A), 1967.

Early Childhood: Crucial Years for Learning. (-17-A), 1966.

Music for Children's Living. (-96), 1955.

Play--Children's Business: Guide to Selection of Toys and Games. (-7-A), 1963.

Young Children and Science. (-12-A), 1964.

(Portfolios)

Creating with Materials for Work and Play. (-5, 1957.

Basic Propositions for Early Childhood Education. (-I), 1965.

The following were published by Elementary-Kindergarten-Nursery School Education, Washington, D.C.:

Creativity--The Step Beyond. (#64-18505), 1966.

Multi-Age Grouping--Enriching the Learning Environment. (#67-31671), 1968.

The following (undated) were published by the National Association for the Education of Young Children, Washington, D.C.:

Beyer, Evelyn. Sharing--A New Level in Teacher-Parent Relationships.

Friedman, D. B. and others. Water, Sand and Mud as Play Materials.

Hymes, James L., Jr. "Emerging Patterns in Early Childhood Education." Article in Young Children, Vol. XXII.

The following (undated) were published by the U.S. Department of Health, Education and Welfare, Office of Child Development, Washington, D.C.:

A Child is Waiting

Beautiful Junk

Parent Involvement

The Mentally Retarded Child at Home

Your Baby's First Year

Your Child from One to Six

Your Child from One to Three

Your Child from Six to Twelve

Your Child from Three to Four

Your Gifted Child

The following (undated) were published by the West Virginia University Cooperative Extension Service, Morgantown, W. Va.:

Chats with Parents

Anger

Anxiety

Children's Fears

Emotions

Honesty

Imaginary Playmates

Imagination

Isn't Misbehavior Sometimes Serious?

Jealousy

Learning About Size, Shape, and Weight

Love and Affection

Misbehavior

Play and Playmates

Self-Reliance

Shyness

Social Behavior

Miscellaneous Publications

Let's Play Outdoors. Washington, D.C.: National Association for the Education of Young Children (#AC66-10181), 1966.

Working with Parents. Washington, D.C.: National School Public Relations Association in cooperation with the Association of Classroom Teachers Department of the National Education Association (#411-12718), 1968.

Appendix G

The HOPE Development Staff

The following persons have made significant contributions to the development of the Home-Oriented Preschool Education Program. Two categories are recognized: Consultants--affiliated with other institutions while working with the Laboratory on a short-term basis; and Laboratory staff members--who have been full-time employees of Appalachia Educational Laboratory.

Consultants

James Anderson	West Virginia Department of Education
Vernon Bronson	National Association of Educational Broadcasters
Glennis Cunningham	West Virginia University
Frank Hooper	West Virginia University
Della Horton	Peabody College
Charles Johnson	University of Georgia
John Kennedy	University of Tennessee
Charles Kenoyer	West Virginia University
Celia Lavatelli	University of Illinois
William Marshall	West Virginia University
Paul Mico	Social Dynamics, Inc.
Rose Mukerji	Brooklyn College
Albertine Noecker	National College of Education
Ray Norris	Peabody College
Betty Peruchi	Chattanooga, Tennessee Schools
Martha Rashid	George Washington University
Lauren Resnick	University of Pittsburgh
JoAnn Strickland	University of Florida
Larry Walcoff	National Association of Educational Broadcasters
Herbert Wheeler	Pennsylvania State University

Laboratory

Roy Alford	Benjamin Carmichael
Charles Bertram	Robert Childers
Cynthia Bickey	Shirley Cook
Martha Blevins	Jack DeVan
Jane Boschian	Joel Fleming
Pam Brown	Suzanne Fleming
Christine Buckland	Virginia Fultz
Richard Cagno	Barbara Hatfield
Anna Caldwell	Brainard Hines
Rosemary Cameron *	Paula Honaker

Patty Hughes
R. J. Kaufman
Susan Leeber
Mark Lemon
Mabel Little
Elizabeth Miller
George Miller
Tom Mitchell
Nita Nardo
Constance Muncy
Don Nelson
Linda O'Dell
Deagelia Pena
James Ranson
Wayne Reed
Charles Rhodes
Cyrus Rhodes*
Gene Rooze
Richard Rowland
Frank Sanders
Dan Smith
Marie Snider
June Stover
Linda Thornton
Rob Roy Walters
Shelby Welch

*Deceased

Copyright for this publication is claimed only during the period of development, test, and evaluation, unless authorization is granted by the U. S. Office of Education to claim copyright also on the final materials. For information on the status of the copyright claim, contact either the copyright proprietor or the U. S. Office of Education.

Published by the Appalachia Educational Laboratory, a private, non-profit corporation, supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred. The Appalachia Educational Laboratory is an equal-opportunity employer.